Syllabus links	Opportunities for learning
Outcome NS5.1.2: Solves consumer arithmetic problems involving earning and spending money	**Students learn to:** • make informed decisions related to purchases • compare employment conditions for different careers The ability to make informed decisions and to interpret and apply mathematics in a variety of contexts is an essential component of students' preparation for life in the twenty-first century.
Outcome NS5.2.2: Solves consumer arithmetic problems involving compound interest, depreciation, and successive discounts	**Students learn to:** • analyse promotional and advertising material related to finance Through analysis and evaluation students can make responsible and informed decisions in relation to their world.
Outcome NS5.3.2: Solves probability problems involving compound events	**Students learn to:** • critically evaluate statements on chance and probability appearing in the media • recognise the use of probability by governments and companies The ability to make informed decisions and to interpret and apply mathematics in a variety of contexts is an essential component of students' preparation for life in the twenty-first century.
Outcome PAS5.2.3: Uses formulae to find midpoint, distance and gradient and	**Students learn to:**

Syllabus links	Opportunities for learning
applies the gradient/intercept form to interpret and graph straight lines	• apply ethical considerations when using hardware and software This is an opportunity to prepare students for effective and responsible participation in their society, taking account of ethical considerations. **Dimensions of respect and responsibility:** • Human Rights
Outcome DS5.1.1: Groups data to aid analysis and constructs frequency and cumulative frequency tables and graphs	**Students learn to:** • obtain data from different sources and discuss ethical issues that may arise from the data This is an opportunity to prepare students for effective and responsible participation in their society, taking account of ethical considerations. **Dimensions of respect and responsibility:** • Human Rights
Outcome DS5.2.1: Uses the interquartile range and standard deviation to analyse data	

Curriculum Mapping

English Stage 5

Syllabus links	Opportunities for learning
	Access to a variety of challenging texts, including poetry, drama, fiction and nonfiction, can raise student awareness of both Aboriginal and multicultural experiences. Reading, viewing and responding to such texts can both widen students' horizons and build respect for those whose cultural origins may differ from their own.
Required content: … Australian texts including those that give insight into Aboriginal experiences and multicultural experiences in Australia	Teachers have the opportunity, through appropriate choices of texts to engage with a wide variety of important issues relating to Aboriginal and multicultural experiences in Australia. **Dimensions of respect and responsibility:** • Cultural Awareness • Human Rights • Student Welfare
Required content: • literature from other countries and times • a range of social, gender and cultural perspectives	An appropriate range of texts can deepen appreciation and stimulate thought and discussion on the need to respect different perspectives. Writing from different perspectives, small group discussion, and role play could all be used to assist students to identify and take responsibility for their own attitude as well as develop an understanding of a range of perspectives, as presented in texts. Teachers have the opportunity, through appropriate choices of texts, to engage with a wide variety of important issues relating to social, gender and cultural issues.

Syllabus links	Opportunities for learning
Outcomes 1: A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure.	**Dimensions of respect and responsibility:** • Cultural Awareness • Human Rights • Student Welfare **Students learn about:** 1.7 the ideas, information, perspectives and ideologies presented in increasingly demanding imaginative, factual and critical texts and the ways they are presented 1.8 the features of increasingly complex imaginative, factual and critical texts, including the cognitive, emotional and moral dimensions of the text and its linguistic and structural features Students may require assistance in identifying the ideas and ideologies in texts. Consideration of the different dimensions of complex texts such as moral and emotional, provides students with the opportunity to deepen understanding of the perspectives in texts, as well as their own perspective. Students also respond to how the moral dimensions underpinning texts are conveyed to the reader/viewer. **Dimensions of respect and responsibility:** • Human Rights • Student Welfare

Syllabus links	Opportunities for learning
Outcome 2: A student uses and critically assesses a range of processes for responding and composing.	**Students learn about:** 2.12 the ways different modes, subject areas, media and cultural representation affect their personal and critical responses to texts Students may need explicit use of appropriate teaching and learning strategies to recognise how their personal and critical responses to texts are affected by different ways and modes of presenting ideas, information and perspectives. **Dimensions of respect and responsibility:** • Cultural Awareness
Outcome 3: A student selects, uses, describes and explains how different technologies affect and shape meaning.	**Students learn about:** 3.9 the nature, scope and ethical use of information and communication technologies in contemporary society The ethical principles behind appropriate use of email and the internet need to be recognised by students as part of their responsibility as citizens, and an expression of their respect for the human rights and dignity of others. Inappropriate behaviours, such as plagiarism or bullying, undermine the rights of others and the student's status as an ethical user of this technology. Students have the opportunity to reflect on issues such as inclusion and exclusion as well as the need for appropriate censorship and monitoring of electronic

Syllabus links	Opportunities for learning
	communication. **Dimensions of respect and responsibility:** • Human Rights • Student Welfare
Outcome 4: A student selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and describes and explains their effects on meaning.	**Students learn about:** 4.8 the way in which spoken, written and visual texts are shaped according to personal, historical, cultural, social, technological and workplace contexts Both in their own work and in responding to that of others, students recognise the historical and cultural contexts and the effect of these contexts on the making of meaning. **Dimensions of respect and responsibility:** • Cultural Awareness
Outcome 6: A student experiments with different ways of imaginatively and interpretively transforming experience, information and ideas into texts.	**Students learn about:** 6.9 the ways in which imaginative texts can explore universal themes and social reality The universal themes students identify in texts can reinforce their understanding, acceptance and respect shown to themselves and others. Universal themes in texts can

Syllabus links	Opportunities for learning
	be related to contemporary events and issues in relevant and meaningful ways. **Dimensions of respect and responsibility:** • Cultural Awareness • Human Rights **Students learn about:** 7.9 the ways bias, stereotypes, perspectives and ideologies are constructed in texts, including the codes and phrasings that signal them 7.11 generalisations, clichÃ©s, appeals to authority, and appeals to popularity and public opinion
Outcome 7: A student thinks critically and interpretively using information, ideas and increasingly complex arguments to respond to and compose texts in a range of contexts.	7.12 the ways the language of argument and persuasion can be adapted for different contexts The analysis of language use and the techniques of argument and persuasion can enable students to express their personal opinions in an effective and persuasive way. It can also develop their analytical and critical capacity to identify and counter statements that categorise an individual or group. Teachers may also be able to highlight the use of language in social settings used to support or attack particular people or points of view. This could include the way language is used in the media and political sphere.

Syllabus links	Opportunities for learning
	Dimensions of respect and responsibility: • Cultural Awareness • Human Rights • Student Welfare **Students learn about:** 9.7 the ways personal perspective is shaped by social, cultural and historical influences 9.8 the way personal perspective shapes meaning 9.9 aspects of their own context that influence their responses and compositions
Outcome 9: A student demonstrates understanding of the ways texts reflect personal and public worlds.	Through the consideration of how texts reflect personal and public worlds, students identify various influences which help shape personal perspective. This process assists students in developing a balanced and respectful response to their own personal perspective and the perspectives of others. **Dimensions of respect and responsibility:** • Cultural Awareness • Human Rights
Outcome 10:	**Students learn about:**

Syllabus links	Opportunities for learning
A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.	10.9 the ways in which particular texts relate to their cultural experiences and the culture of others 10.10 the ways situational and cultural elements of context shape texts 10.11 the beliefs and value systems underpinning texts from different cultures 10.12 how texts sustain or challenge established cultural attitudes Students learn to recognise the cultural elements and values of texts and relate them to their own experiences, or those of others of which they are aware. Through doing this they recognise differences in society and respect them. Other texts may challenge the students' own cultural attitudes or established cultural attitudes, and may require them to justify or modify their own position. The opportunity to study texts from other cultural settings may assist students in overcoming prejudicial attitudes arising from ignorance of other cultures. **Dimensions of respect and responsibility:** • Cultural Awareness
Outcome 11: A student uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness.	**Students learn about:** 11.13 management strategies including drawing up schedules, timing, delegation and

Syllabus links	Opportunities for learning
	sharing in group work 11.16 ways in which reflection and self-evaluation can assist learning These syllabus requirements assist students in collaborating with others to achieve set goals and provide strategies for collaborating with and respecting the contribution of others. Self-evaluation and reflection enhance the taking of responsibility for one's own learning. **Dimensions of respect and responsibility:** • Student Welfare

Curriculum Mapping

Food Technology Stage 5

Syllabus links	Opportunities for learning
Objectives Students will develop: 1 knowledge, understanding and skills related to food hygiene, safety and the provision of quality food **Outcomes** A student: 5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product 5.1.2 identifies, assesses and manages risks of injury and OH&S issues associated with the handling of food	**Students learn about:** **Food preparation and processing** • food safety and hygiene practices including • personal hygiene • food hygiene • safe work practices • methods and equipment used in the preparation and processing of food **Students learn to:** • demonstrate safe, cooperative and hygienic work practices • assess food handling requirements for a variety of situations • describe legislation specifically linked to food safety • demonstrate appropriate selection of techniques and equipment in food preparation Students undertake a range of Occupational Health and Safety activities related to food production and food hygiene and subsequently undertake practical experiences that allow them to demonstrate their understanding of these concepts. Students observe workplace practices through case studies and work place visits to examine first-hand safety practices in industrial and commercial settings. Through this students develop a sense of responsibility to ensure that they adopt safe work practices. They become aware of the rights of the individual to receive safe food products and when working in teams accept the responsibility that the food products they produce are safe for others to consume and enjoy.

Syllabus links	Opportunities for learning
	Students accept responsibility for the selection of appropriate techniques when preparing food to ensure the most safe and efficient practice is adopted. Teachers will be able to identify the risks associated with practices which are driven by cost imperatives and the effect of these priorities on food hygiene and safety. **Dimensions of respect and responsibility:** • Student Welfare • Human Rights
Objective Students will develop: 3. knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health **Outcome** A student: 5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and	**Students learn about:** **Nutrition and consumption** • implications of under and over nutrition and diet-related disorders • food consumption in Australia and the impact this has on nutrient intake and health • national guidelines for healthy eating including the National Dietary Guidelines for children and adolescents • nutritional requirements of different stages of the lifecycle **Students learn to:** • outline conditions of over and under nutrition with reference to at least two diet-related disorders • explore the incidence of and reasons for eating disorders in women and men • relate the impact of changes in food consumption patterns to health

Syllabus links	Opportunities for learning
communities	• outline how diet can assist in preventing and managing dietary disorders • identify broad guidelines for healthy eating to promote optimal health and prevent disease • Outline the special nutritional requirements at different stage of the lifecycle for both females and males • design, plan and prepare balanced diets for various stages of the lifecycle Through a study of core Food Technology concepts students develop an awareness of their responsibility to develop nutritious eating habits for the benefit of their future good health. Examination of the increasing number of diet related diseases in undertaken and students become aware of the responsibilities of governments, schools, other systems and individuals in encouraging and promoting healthy eating patterns. Nutritional requirements for individuals throughout their lifecycle are discussed, along with a study of current trends and eating habits. Students are able to accept responsibility for making wise food selections. They learn to identify and respond to various media campaigns that are designed to encourage poor eating habits. Students are able to reflect on the impact of consumerism and advertising individual and community food choices. Students may also consider the situation of communities suffering from a lack of food or types of food. **Dimensions of respect and responsibility:** • Cultural Awareness
Objective	**Students learn about:**

Food Technology Stage 5

Syllabus links	Opportunities for learning

Students will develop:
 	
6. knowledge and understanding and appreciation of the significant role of food in society
 	
Outcomes
 	
A student:
 	
5.6.1 examines the relationship between food, technology and society
 	
5.6.2 evaluates the impact of activities related to food on the individual, society and the environment
	Food in Australia
	
	• use of foods native to Australia
	• multicultural influences including
	  o effects of immigration on lifestyle and food habits
	
	Food equity
	
	• circumstances that bring about food inequity
	• groups that may experience food inequity in developed and developing countries such as
	  o rural and isolated people
	  o Aboriginal and Indigenous people
	
	Food service and catering
	
	• employer and employee rights and responsibilities with regard to food establishments such as
	  o OHS Act
	  o anti-discrimination legislation
	  o EEO principles
	
	Food trends
	
	• factors influencing acceptance of food trends including
	• cultural taboos and beliefs (eg acceptance of non-traditional food sources and delicacies)
	• tradition (eg foods traditionally served at occasions such as Easter, Ramadan, Hanukkah, Chinese New Year)

Syllabus links	Opportunities for learning

Students learn to:

Food in Australia

- consider the nutritional implications to Indigenous Australians of less traditional food being eaten as a consequence of European settlement
- identify the major multicultural influences on contemporary Australian diets
- investigate/examine the food habits of a specific culture

Food equity

- explain the circumstances that relate to food inequities
- identify groups at risk of food inequity locally and globally

Food service and satering

- outline the responsibilities of the employer and employee under various Acts and legislation with regard to food establishments
- assess and manage risks when preparing and managing food
- demonstrate safe work practices when preparing and serving food

Food trends

- relate the factors that influence the acceptance of new food trends to examples of recent trends

The dimensions of respect and responsibility are encountered through the study of different Food Technology focus areas. During this study students are provided with opportunities to examine food

Syllabus links	Opportunities for learning
	production and distribution globally and debate the responsibilities of individuals, groups and governments in ensuring food equity is a right for all individuals. Though a study of the Food Technology workplace students are empowered to ensure that their rights as an employee are upheld while accepting responsibility to guarantee the safety of themselves and those they work with. Students examine the impact of changing food trends upon the eating patterns of different cultures and are provided with opportunities to experience cuisine of different groups. Students will benefit from visits to a range of multicultural restaurants where the customs of different groups are examined and discussed. The rights of others to practice and observe specific food customs are realised as students interact with people from different cultural groups. **Dimensions of respect and responsibility:** • Cultural Awareness • Inter-school Programs

Curriculum Mapping

Geography (Mandatory) Stage 5

Syllabus links	Opportunities for learning
	Through Geography students develop an understanding of Australia and the Australian environment as well as empathy with people from different countries and cultures and an appreciation of the different perspectives that people and communities have on a range of issues. In this way Geography by its very nature promotes the specific teaching of the values of respect and responsibility. Geography has the possibility of drawing on the local community as a resource to provide an immediate point of reference for the study of differences within communities and cultural aspects of the community.
Knowledge and understanding can be linked to outcomes:	Geography also provides opportunities for students to learn:
5.6 explains the geographical processes that form and transform Australian environments	• how people and communities modify, and are affected by, the environment • how physical, social, cultural, economic and political factors shape communities, including the global community
5.7 analyses the impacts of different perspectives on geographical issues at local, national and global scales	**Dimensions of respect and responsibility:** • Cultural Awareness • Leadership • Community Partnerships • Human Rights • Responsibility for the Environment
Values and attitudes can be linked to outcomes:	Through the study of Geography, students will develop interest in, and informed and responsible attitudes towards, people, cultures, societies and environments, with a commitment to:
5.8 accounts for differences within and between Australian	• ecological sustainability • a just society

Syllabus links	Opportunities for learning
communities	• intercultural understanding
5.9 explains Australia's links with other countries and its role in the global community	**Relating content to values of respect and responsibility** These values and attitudes objectives underpin all content in the geography syllabus. Geography offers teachers and students the opportunity to explore the values of respect and responsibility in the programming of curriculum and selection of case study materials. The choices made in case study materials will allow teachers to explore a range of significant values within the study of Geography. **Dimensions of respect and responsibility:** • Cultural Awareness • Human Rights • Cultural Exchange • Responsibility for the Environment • Student Welfare • Inter-school Programs

5A1 Investigating Australia's Physical Environments
 	
Outcome
 	
A student:
 	
5.6 explains the geographical processes that form and transform
	Students learn about:
	
	The Australian continent
	
	• the origins of the continent:
	  o Aboriginal perspective
	  o geographical perspective

Geography (Mandatory) Stage 5

Syllabus links	Opportunities for learning
Australian environments	**Students learn to:** • explain the origins of the continent from an Aboriginal and geographical perspective The study of the Aboriginal and geographical perspectives of the origins of the continent develops in students an appreciation of Aboriginal culture, their history and association with the continent. This study develops an understanding of Aboriginal knowledge of the land and the way this knowledge can be utilised today. Through intercultural understanding , respect of other cultures is promoted. **Dimensions of respect and responsibility:** • Cultural Awareness • Responsibility for the Environment **Students learn about:** • Physical characteristics that make Australia unique **Case study of a natural hazard:** • the responsibility and responses of individuals, groups and various levels of government to the impact of the natural hazard **Learn to:** • investigate responses of individuals, community-based groups and different levels of government to

Syllabus links	Opportunities for learning
	the hazard Students study a natural hazard and the impacts this has on a community. The opportunity exists within the curriculum for students to investigate their own community and how they respond to the natural hazards. Responsibility is promoted when students study the responses of individuals, groups and different levels of government to the hazard. They learn about the responsibilities of various groups in responding to the natural hazard and how they as individuals can play a role in the management of the impact of the natural hazard. **Dimensions of respect and responsibility:** • Community Partnerships • Leadership

5A2 Changing Australian Communities
 	
Outcomes
 	
A student:
 	
5.8 accounts for differences within and between Australian communities
 	
5.9 explains Australia's links with other countries and its role in the
	Students learn about:
	
	Human characteristics that make Australia unique
	
	• demographic characteristics:
	  o age structure
	  o distribution
	  o ethnic composition
	  o gender
	  o growth rates
	  o population size

Syllabus links	Opportunities for learning
global community	**Types of communities** • types of communities in Australia including Indigenous communities • differences within and between Australian communities **Factors causing change in Australian communities** • cultural integration • demographic change • globalisation of economic activity • recognition of native title **Case study of at least one Australian community** **Students learn to:** • describe past and current population patterns in Australia • explain how Australia's changing demographic characteristics are influencing the nature and identity of Australian society • describe the factors causing change in Australian communities Through the study of the Australian community, respect is promoted as students investigate Australia as a multicultural society. The specific study of different types of communities then allows the opportunity to investigate cultural differences and promote intercultural understanding as the contributions and significance of migrants and migrant communities to the development of Australia are promoted. This is taught explicitly as students learn about the factors causing change to Australian communities. Through the study of Australia's human environment students develop a respect for other cultures and an appreciation of

Syllabus links	Opportunities for learning
	their responsibility to the values and ideals of Australia. Both of these aspects promote tolerance and understanding of differences within the student body and the broader Australian community. Specifically, individual community studies offer ideal opportunities for schools to develop intercultural exchanges and inter-school programs that promote intercultural understanding and enable students to experience cultures different to their own. Technology has provided new possibilities for cultural exchange without the cost and organisational difficulties associated with a physical exchange. Technology also provides the possibility of immediacy and a visual medium which was not previously available. First-hand experiences like these activities break down stereotypes and promote tolerance and intercultural understanding and are a valuable part of an effective geography program. **Dimensions of respect and responsibility:** • Cultural Awareness • Inter-school Programs • Cultural Exchange • Student Welfare

5A3 Issues in Australian Environments
 	
Outcomes
 	
A student:
 	
5.6 explains the geographical processes that form and transform
	Students learn about:
	
	Geographical issues
	
	• geographical issues affecting Australian environments including:
	  o air quality
	  o coastal management
	  o land and water management
	  o spatial inequality

Syllabus links	Opportunities for learning
Australian environments 5.7 analyses the impacts of different perspectives on geographical issues at local, national and global scales	o urban growth and decline o waste management **Case study of geographical issues affecting Australian environments:** • the geographical processes relevant to the issue • the perceptions of different groups about the issue • individual, group and government responses to the issue • decision-making processes involved in the management of the issue • management of the issue and implications for sustainability, social justice and equity **Students learn to:** • describe each geographical issue in relation to: o its nature o its impacts o the responses by individuals, groups and governments to the issue o propose actions that promote: o sustainability o social justice o equity o evaluate the success of individuals, groups and the levels of government in managing the issue As students investigate issues in Australian environments they develop an understanding of the methods used to manage these issues and an understanding of the ways they can participate. In this way students develop a respect for their environment and then have the knowledge to take responsibility for the issue and

Syllabus links	Opportunities for learning
	participate in its management. As fieldwork is mandated in this topic it provides opportunity for students to demonstrate their responsibility (for the environment) by the actions they take and their participation in the management of the issue. In this way community partnerships can be promoted as students work with local councils and other organisations in managing Australia environments. **Dimensions of respect and responsibility:** • Community Partnerships • Responsibility for the Environment

5A4 Australia in Its Regional and Global Contexts
 	
Outcomes
 	
A student:
 	
5.7 analyses the impacts of different perspectives on geographical issues at local, national and global scales
 	
5.8 accounts for differences within and between Australian communities
	Students learn about:
	
	Australia's regional and global links
	
	• the ways Australia interacts with other nations:
	  o aid
	  o communication
	  o culture
	  o defence
	  o migration
	  o tourism
	  o trade
	  o sport

Syllabus links	Opportunities for learning
5.9 explains Australia's links with other countries and its role in the global community	**Case study of a regional and global link:** • cultural, economic and geopolitical advantages and disadvantages to Australia • social justice and equity issues in Australia and other countries **Students learn to:** • collect data to identify and locate nations with which Australia has regional and global links and describe the nature of the links • analyse the advantages and disadvantages of the link to Australia • recognise implications for social justice and equity in relation to the link Through the study of the links Australia has to other countries, students develop an understanding of Australia's global and regional role. This cultural awareness enables students to further develop an understanding of the role Australia as a sovereign nation plays in the region and reflect on the responsibility we as Australians have to the developing nations in the region. Data can be used to investigate Australia's historical and current relationships with various countries. Further investigations can be made into Australia's role in promoting human rights at the international level. **Dimensions of respect and responsibility:** • Cultural Awareness • Human Rights

Syllabus links **Opportunities for learning**

Students learn about:

Future challenges for Australia:
Population

- current and future population trends:
  - growth rates, age structure and spatial distribution
  - government population policies to manage population growth

Human rights and reconciliation

- future challenges for Australia in relation to:
  - human rights
  - reconciliation

Students learn to:

- identify and discuss government population policies:
  - growth rates
  - refugees
  - migration
  - identify human rights agreements
  - describe responses of individuals, groups and governments in Australia to these challenges
  - compare the responses of Australia and other nations to the challenges
  - recognise implications for the international community
  - suggest strategies Australia can adopt to address the challenges better in the future

Geography (Mandatory) Stage 5

Syllabus links	Opportunities for learning
	Geography, towards the end of the Stage 5 course, offers students the opportunity to reflect on the knowledge they have gained and determine the future directions for Australia by investigating the challenges facing the nation. In this way students are empowered with responsibility as they consider the actions of other nations to these issues and propose effective solutions for the Australian context. **Dimensions of respect and responsibility:** • Cultural Awareness • Human Rights

Curriculum Mapping

History mandatory Stage 5

Syllabus links

Topic 1 Australia to 1914

Inquiry questions

- What was life like in Australia at the turn of the century?
- How and why did Federation occur?
- What were the voting rights of various groups in Australia at Federation?
- How and why was the *Immigration Restriction Act 1901* implemented?

Outcomes

A student:

5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life

5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia

Opportunities for learning

Students learn about:

- working conditions in Australia around the turn of the century
- the reasons for Federation
- the Australian Constitution
- voting rights of different groups in Australia at Federation
- the origins and implementation of the *Immigration Restriction Act 1901*
- social legislation 1901–1914, (Harvester Judgement, invalid and old-age pension schemes, maternity allowance scheme)

Students learn to:

- identify the working conditions of men, women and children
- describe the main features of the Australian Constitution
- identify the voting rights of Aboriginal peoples, women and other groups at Federation
- identify the ethnic composition of Australia at Federation
- outline the reasons for the introduction of the *Immigration Restriction Act 1901*
- explain how the *Immigration Restriction Act 1901* was used to restrict immigration
- outline the major social legislation of the new Federal Government that affected living and working conditions in Australia

Students may approach the study of this period from the perspective of inclusion and exclusion. Identifying which groups were included/excluded in community through voting rights, immigration policy and workers rights.

History mandatory Stage 5

Syllabus links	Opportunities for learning
	Dimensions of respect and responsibility: • Cultural Awareness • Human Rights • Leadership
Topic 2 Australia and World War 1 **Inquiry questions** • Why did Australia become involved in World War I? • What were the experiences of Australians in the Gallipoli campaign? • What was the impact of World War I on the Australian home front 1914–18?	**Students learn about:** • Australia as a member of the British Empire and Australia's regional context • the creation of the Anzac legend • the conscription issue in World War I • the experiences of one of the following during World War I in Australia • persons of German descent • women • Indigenous peoples • Australia's commemoration of World War I
Outcomes A student: 5.2 assesses the impact of international events and relationships on Australia's history	**Students learn to:** • describe Australia's relationship with Britain in 1914 • explain the reasons for Australia's involvement in World War I • describe the experiences of Australians in the Gallipoli campaign using a variety of sources, including a database or website • explain how and why the Anzac Legend was created • explain how and why the conscription debate divided Australian society • describe the experiences of a particular group during World War I in Australia

Syllabus links	Opportunities for learning
5.7 explains different contexts, perspectives and interpretations of the past	• outline the ways that Australia has commemorated World War I over time **Dimensions of respect and responsibility:** • Cultural Awareness • Human Rights • Community Partnerships
Topic 3 Australia between the Wars **Inquiry questions** • What were the differing experiences of various groups during the interwar period? • What was the contribution and significance of ONE Australian, ONE important event and ONE political development during the interwar period? **Outcomes** A student: 5.1 explains social, political and cultural developments and events and evaluates their	**Students learn about:** • the varying experiences of at least ONE of the following: • returned soldiers (1920s) • women (1920s) • workers (1920s) • the unemployed (1930s) • the wealthy (1930s) • stolen children (1930s) • the contribution and significance of at least ONE of the following significant individuals: • Rev John Flynn (1920s) • the contribution and significance of at least ONE of the following significant individuals: • Margaret Preston (1930s) • Sir Isaac Isaacs (1930s) • the significance of at least ONE important event: • the Coniston Massacre (1920s) • the Aboriginal Day of Mourning (1930s) • the significance of ONE of the following for Australia's political development: • compulsory and preferential voting (1920s)

Syllabus links	Opportunities for learning
impact on Australian life 5.7 explains different contexts, perspectives and interpretations of the past	• growth of unionism and the establishment of the ACTU (1920s) • dismissal of Jack Lang (1930s) **Students learn to:** • describe the experiences of the chosen group/s • explain the contribution and significance of the chosen individual to Australian history • explain the significance of the event to Australian history • assess the significance of the chosen study to Australia's political development Teachers have the opportunity to choose examples of significant people, groups or events which provide clear examples which can engage with significant values such as human rights, freedom and racial discrimination. **Dimensions of respect and responsibility:** • Cultural Awareness • Human Rights

Topic 4 Australia and World War II
 	
Inquiry questions
 	
• Why was Australia involved in World War II?
• What were some of the experiences of Australians as a result of their
	Students learn about:
	
	• Australia's involvement in the war
	• the experiences of Australians serving in World War II, with particular emphasis on ONE of the following:
	  o Kokoda or another New Guinea Campaign
	  o prisoners of war
	  o a campaign in another theatre of war

Syllabus links

involvement in the war?

- What was the impact of the war on the Australian home front?
- How did Australia's relationship with Britain and America change during World War II?

Outcomes

A student:

5.2 assesses the impact of international events and relationships on Australia's history

5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia

5.7 explains different contexts, perspectives and interpretations of the past

Opportunities for learning

- Australian nurses serving in the war
- the impact of the war on civilians with a particular emphasis on ONE of the following:
- the internment of 'enemy aliens'
- a significant local event or issue
- wartime government controls including:
- conscription
- manpower controls
- rationing
- censorship
- Australia's changing relations with Britain and the USA during World War II

Students learn to:

- explain the reasons for Australia's involvement in World War II
- describe the experiences of Australians serving in World War II, with emphasis on the chosen study
- explain the impact of the war on Australian civilians with a particular emphasis on the chosen event or issue
- describe the controls on civilian life imposed by the wartime government
- outline arguments for and against such controls in wartime
- explain how and why Australia's relationship with Britain and the USA changed during World War II

Dimensions of respect and responsibility:

- Cultural Awareness

History mandatory Stage 5

Syllabus links	Opportunities for learning
	• Human Rights • Peer Support

Topic 5 Australia in the Vietnam War Era

Inquiry questions

- How did the Australian government respond to the threat of communism after World War II?
- How did Australia become involved in the Vietnam War?
- How did various groups respond to Australia's involvement in the Vietnam War?
- What was the impact of the war on Australia and/or neighbouring countries?

Students learn about:

- Australia's response to the threat of communism in Asia after World War II including:
  - Korean War
  - ANZUS Treaty
  - SEATO Alliance
- the response to the threat of communism within Australia including:
  - referendum to ban the Communist Party
  - the Petrov Affair
- differing views of Australia's involvement in the Vietnam War, eg:
  - supporters of the war
  - conscientious objectors
  - the moratorium movement
- the impact of the war on ONE of the following:
  - Vietnam veterans and families
  - Indo-Chinese refugees
  - Australia's relations with Asia

Outcomes

A student:

5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life.

Students learn to:

- explain the purpose of treaties Australia contracted during this period
- outline the key developments in Australia's response to communism within Australia
- explain reason's for Australia's involvement in the Vietnam War
- explain the reasons why different groups within Australia supported or opposed Australia's

Syllabus links

5.2 assesses the impact of international events and relationships on Australia's history

5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia

5.7 explains different contexts, perspectives and interpretations of the past

Topic 6 Changing Rights and Freedoms

Inquiry question

- How have rights and freedoms of Aboriginal peoples and other groups in Australia changed during the post-war period?

Outcomes

A student:

5.1 explains social, political and cultural developments and events and evaluates their

Opportunities for learning

involvement in the Vietnam War
- assess the impact of the war on the chosen study

The study of the Vietnam War era provides further opportunities to consider the use of propaganda as well as issues such as war refugees etc. Students have the opportunity to reflect on protest and dissent in the peace movement.

Dimensions of respect and responsibility:

- Cultural Awareness
- Human Rights

Students learn about:

Section A: Aboriginal Peoples

Change over Time

- changing government policies towards Aboriginal peoples over time, including:
  - protection
  - assimilation
  - integration
  - self-determination

Group

Syllabus links	Opportunities for learning
impact on Australian life	• the varying experiences of the stolen generations

5.3 explains changing rights and freedoms of Aboriginal peoples and other groups in Australia	**Events/Issues**
	• the role of the following in the struggle of Aboriginal peoples for rights and freedoms:
	  o 1967 Referendum
	  o Land Rights and Native Title
	
	Section B: Migrants
	
	Change over Time
	• the changing patterns of migration 1945–2000
	
	Group
	• the experiences of ONE of the following:
	• a migrant group in post-World War II period
	• ‘enemy’ aliens in World War I or World War II
	
	Events/Issues
	• the role of ONE of the following in the history of post-World War II migration:
	  o Snowy Mountains Scheme
	  o 1970s boat people
	  o multiculturalism

Syllabus links **Opportunities for learning**

Section C: Women

Change over Time

- the achievements of the women's movement in the post World War II period

Group

- the experiences of women's liberationists in post-World War II period

Events/Issues

- the role of ONE of the following in the changing rights and freedoms of Australian women:
  - women's suffrage
  - women in parliament
  - equal pay for women

Students learn to:

- account for continuity and/or change over time in the relevant study
- examine the experiences of chosen group/s using a range of sources
- explain the significance of the event/issue for the changing rights and freedoms of the chosen study

The study of the changing rights and freedoms provides significant opportunities to identify the extent of injustices visited upon Indigenous people as a result of European settlement as well as the ongoing effect of such dislocation and social upheaval. The study of migration provides

Syllabus links	Opportunities for learning
	opportunities to develop cultural awareness and recognise the ongoing needs of migrants, particularly those who have left their homeland under duress. The study of women provides opportunities to look at the development of equal opportunities for women and the obstacles that remain. **Dimensions of respect and responsibility:** • Cultural Awareness • Student Welfare • Human Rights

Topic 7 People Power and Politics in the Post-war Period
 	
Inquiry questions
 	
• What role has Australia played in international affairs in the post-war period?
• How have significant individuals and groups exercised their democratic rights in the post-war period?
 	
Outcomes
 	
A student:
	Students learn about:
	
	Section A: Australia as a Global citizen
	
	Australia's role in the following:
	
	• United Nations, including UNESCO, and UN conventions
	• regional agreements including Colombo Plan, APEC
	
	Section B: People Power:
	
	• one of the following individuals and events/issues:
	  o Freedom Rides
	  o Charles Perkins
	  o Women's Liberation
	  o Germaine Greer

Syllabus links	Opportunities for learning
5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life 5.2 assesses the impact of international events and relationships on Australia's history 5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia 5.7 explains different contexts, perspectives and interpretations of the past	o Green bans o Jack Mundey o Whitlam dismissal o Sir John Kerr o Green politics o Bob Brown o Republicanism o Paul Keating o One Nation o Pauline Hanson **Section C: Prime Ministers and Policies** • one Prime Minister in the post-war period **Students learn to:** • outline key developments in Australia's role within the UN in the post-war period • assess an achievement of Australia in its role within the UN • explain the purpose of Australia's regional agreements • assess the significance of the chosen study (**People Power**) for Australia in the post-war period • outline and explain a major policy or issue of the term of office of the chosen Prime Minister • assess the contribution of the chosen Prime Minister to Australia's post-war development Teachers have the opportunity to choose examples of individuals who provide clear examples of

Syllabus links	Opportunities for learning
	engagements with significant values such as human rights, freedom and racial discrimination. Data can be used to critique Australia's historical and current relationships with various countries and to identify prejudices which influence these relationships. Further investigations can be made into Australia's role as a pioneering force for human rights at the international level and its current stance on international human rights protocols. **Dimensions of respect and responsibility:** • Cultural Awareness • Human Rights • Leadership

Topic 8 Australia's Social and Cultural History in the Post-war Period
 	
Inquiry question
 	
• What have been the major social and cultural features of a post-war decade?
 	
Outcomes
 	
5.1 explains social, political and cultural developments and events and evaluates their
	Students learn about:
	
	Decade Study
	
	• The social and cultural features of ONE post-war decade including:
	  o fashion
	  o music
	  o entertainment
	  o sport
	  o British or American influences on popular culture
	
	Students learn to:
	
	• describe the main social and cultural features of the chosen decade

Syllabus links	Opportunities for learning
impact on Australian life 5.2 assesses the impact of international events and relationships on Australia's history 5.7 explains different contexts, perspectives and interpretations of the past	• outline the main influences of Britain or the USA on Australian popular culture of the chosen decade • assess the impact of the chosen decade in shaping Australian identity **Dimensions of respect and responsibility:** • Cultural Awareness • Peer Support

Curriculum Mapping

Personal Developemnt, Health and Physical Education (PDHPE) Stage 5

Syllabus links	Opportunities for learning
Strand 1: Self and Relationships **Outcome** A student: 5.1 analyses how they can support their own and others' sense of self 5.16 predicts potential problems and develops, justifies and evaluates solutions	**Students learn about:** • supporting others • valuing difference and diversity • recognising and challenging inequities • supporting others to find their own solutions • identifying positive and negative behaviours that impact on others Students learn to appreciate the benefits provided by a diverse community. The value of respect is emphasised as students learn how to support others and challenge inequity. Students examine the role of community service, the business sector and other structures in supporting the welfare and interests of others. Opportunity exists for students to investigate specific support agencies and possibly experience some first hand involvement, eg Salvation Army, Meals on Wheels. **Dimensions of respect and responsibility:** • Human Rights • Student Welfare • Cultural Awareness
Outcome	**Students learn about:**

Personal Developemnt, Health and Physical Education (PDHPE) Stage 5

Syllabus links	Opportunities for learning
A student: 5.3 analyses factors that contribute to positive, inclusive and satisfying relationships 5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations	• developing equal and respectful relationships • conflict resolution • use of power in relationships • empathy • recognising and responding to abusive situations • family violence • date violence • sexual harassment Students continue to build on their understandings and skills in developing and maintaining positive relationships. The values of respect and responsibility can be examined in relation to the role they play in conflict resolution and power in relationships. Opportunity exists for students to explore in detail the values and other influences on violent and aggressive behaviour, eg media, movies. Students learn the importance of respecting the rights of others and appropriate ways of dealing with conflict. Students also develop the skills to identify risk and avoid possible abusive situations. **Dimensions of respect and responsibility:** • Human Rights • Student Welfare
Outcome A student:	**Students learn about:** • affirming diversity • strength in diversity

Personal Developemnt, Health and Physical Education (PDHPE) Stage 5

Syllabus links	Opportunities for learning
5.3 analyses factors that contribute to positive, inclusive and satisfying relationships V3 develops a commitment to principles that promote social justice	• empathy and understanding • respect and trust • building inclusion • appreciating diversity as normal • valuing individual differences and perspectives • discrimination, harassment and vilification • extent of discrimination in the community • sources of discrimination • impact of discrimination, harassment and vilification on individuals and the community In Stage 5 PDHPE, opportunity exists to explore in depth, issues of diversity and discrimination. Students learn about groups that experience discrimination. This can include discrimination based on culture and ethnicity, sexuality, disability and religion. Students can use real life situations and case studies to investigate how discrimination impacts upon marginalised groups. Students reflect on how they can actively challenge negative attitudes and values relating to difference and diversity. The values of respect and responsibility would surface and form the foundation of class discussion relating to diversity and discrimination. **Dimensions of respect and responsibility:** • Human Rights • Student Welfare • Cultural Awareness
Strand 3: Individual and Community	**Students learn about:**

Personal Developemnt, Health and Physical Education (PDHPE) Stage 5

Syllabus links	Opportunities for learning
Health **Outcome** A student:	• sexual health • appropriately expressing and exploring sexual feelings • power, gender and risk-taking • sexual choices and their consequences • planning and managing sexual health
5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people	Students examine rights and responsibilities in relationships and appropriate ways to communicate sexual feelings. It is important for students to understand and respect the rights of others to make decisions regarding sexual activity and sexual health.
5.16 predicts potential problems and develops, justifies and evaluates solutions	Students explore the factors that have influenced the formation of individual and community values and attitudes to sexual health. This includes the impact of gender expectations and assumptions. Students are provided with the opportunity to evaluate safe sexual health practices. NOTE: When teaching sensitive aspects of the PDHPE syllabus, teachers must take into account relevant school and system policies. **Dimensions of respect and responsibility:** • Human Rights • Student Welfare
Outcome A student:	**Students learn about:** • influences on health decision-making • individual factors, eg values and attitudes

Syllabus links	Opportunities for learning
5.7 analyses influences on health decision-making and develops strategies to promote health and safe behaviours V3 develops a commitment to principles that promote social justice	• empowering individuals and communities • individual action • community action • developing personal skills, eg advocacy • developing supportive environments Learning experiences in Stage 5 PDHPE include opportunities for students to take active social action in areas where inequity may exist. The syllabus encourages students to take responsibility and explore practical ways that they can raise awareness and gather support for an issue regarding the health and wellbeing of others. **Dimensions of respect and responsibility:** • Human Rights
Strand 4: Lifelong Physical Activity **Outcome** A student: 5.10 adopts roles to enhance their own and others' enjoyment of physical activity 5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and groups	**Students learn about:** • roles in physical activity • administrative/official roles • leadership roles • volunteering • strategies for enhancing other's enjoyment of and participation in physical activity The PDHPE syllabus promotes participation in physical activity in a range of contexts. This includes administrative/official roles. Teaching and learning experiences can include students taking responsibility for the organisation of physical activity opportunities for others.

Syllabus links	Opportunities for learning
objectives	Students can also collaboratively design and conduct and action plan for their school to increase participation and enjoyment of physical activity. **Dimensions of respect and responsibility:** • Human Rights • Student Welfare • Peer Support

Curriculum Mapping

Science Stage 5

Syllabus links	Opportunities for learning
	Students learn about: 4/5.4 the implications of science for society and the environment **Students learn to:** a) discuss viewpoints about some issues with a major scientific component
Outcome 5.4: A student discusses evidence supporting different viewpoints.	b) give examples to show that different societal groups may use or weight criteria differently to make a decision about an issue involving a major scientific component
Outcome 5.11: A student analyses the impact of human resource use on the biosphere to evaluate methods of conserving, protecting and maintaining Earth's resources.	**Students learn about:** 5.11/2 waste from resource use **Students learn to:** b) identify excessive use of fossil fuels as a contributing factor to a greenhouse effect c) discuss strategies used to balance human activities and needs in ecosystems with conserving, protecting and maintaining the quality and sustainability of the environment Students discuss how scientific research has increased understanding of the biosphere and describe examples of how humans' use of fossil fuel has impacted on the biosphere. They evaluate methods of conserving and protecting Earth's resources and maintaining the quality and

Syllabus links	Opportunities for learning
	sustainability of the environment. This provides opportunities for learning experiences to incorporate respect and responsibility as students discuss a range of viewpoints about issues and develop their understanding of how different societal groups use or weight criteria differently to make decisions. **Dimensions of respect and responsibility:** • Cultural Awareness • Responsibility for the Environment
Outcome 5.4: A student discusses evidence supporting different viewpoints. **Outcome 5.10:** A student assesses human impacts on the interaction of biotic and abiotic features of the environment. **Outcome 4/5.27**: A student acknowledges their responsibility to conserve, protect and maintain the environment for the future.	**Students learn about:** 4/5.4 the implications of science for society and the environment **Students learn to:** d) analyse reasons why different cultures or groups within a society, including Aboriginal people, may have different views in relation to scientific issues **Students learn about:** 5.10 ecosystems **Students learn to:**

Syllabus links	Opportunities for learning
	b) describe the importance of cycles of materials in ecosystems c) describe some impacts of human activities on ecosystems When learning about ecosystems students can investigate environmental management and describe how the land management practices and techniques of Aboriginal and non-Aboriginal peoples have changed the environment. Through their research students can compare a traditional ecological knowledge approach and western science-based management of the environment. This provides opportunities for learning experiences to incorporate respect and responsibility through discussion of how Aboriginal knowledge systems acknowledge responsibility in conserving, protecting and maintaining the environment for future generations. **Dimensions of respect and responsibility:** • Cultural Awareness • Human Rights • Responsibility for the Environment
Outcome 5.2: A student uses examples to illustrate how models, theories and laws contribute to an understanding of phenomena.	**Students learn about:** 4/5.2 the nature and practice of science **Students learn to:**

Syllabus links	Opportunities for learning
Outcome 5.3: A student evaluates the impact of applications of science on society and the environment.	b) distinguish between scientific argument and economic or legal argument **Students learn about:** 4/5.3 the applications and uses of science
Outcome 5.4: A student discusses evidence supporting different viewpoints.	**Students learn to:** b) discuss, using examples, the positive and negative impacts of applications of recent developments in science
Outcome 5.6: A student applies models, theories and laws to situations involving energy, force and motion.	**Students learn about:** 4/5.4 the implications of science for society and the environment
Outcome 5.12: A student relates the interactions involved in using some common technologies to their underlying scientific principles.	**Students learn to:** c) identify choices that need to be or have been made when considering whether to use particular scientific advances
Outcome 5.19: A student uses critical thinking skills in evaluating information and drawing conclusions.	e) discuss the place of social and ethical considerations in scientific practice and in applications of science **Students learn about:** 5.6.5 nuclear energy

Syllabus links	Opportunities for learning
	Students learn to: a) identify that energy and particles may be released from the nuclei of atoms **Students learn about:** 5.12 technology **Students learn to:** b) discuss the benefits and problems associated with medical and industrial uses of nuclear energy **Students learn about:** 4/5.19 thinking critically **Students learn to:** g) use cause and effect relationships to explain ideas Students develop their understanding of nuclear energy and its applications in society. Through their investigations they engage with scientific and economic arguments raised in the media. Students have the opportunity to make judgements based on the social and ethical considerations of the use of nuclear energy for society and the environment.

Syllabus links	Opportunities for learning
	This provides opportunities for learning experiences to incorporate respect and responsibility as students develop a system of personal values by considering a range of social and ethical views in relation to the positive and negative impacts of this application of science. **Dimensions of respect and responsibility:** • Human Rights • Responsibility for the Environment
Outcome 5.4: A student discusses evidence supporting different viewpoints.	**Students learn about:** 4/5.4 the implications of science for society and the environment **Students learn to:** e) discuss the place of social and ethical considerations in scientific practice and in applications of science
Outcome 5.8: A student relates the structure and function of living things to models, theories and laws.	**Students learn about:** 5.8.2 the Watson-Crick model of DNA **Students learn to:**
Outcome 5.12: A student relates the interactions involved in using some common technologies to their underlying scientific principles.	e) identify the role of genes and environmental factors in determining the features of an

Syllabus links	Opportunities for learning
Outcome 5.21: A student uses creativity and imagination in the analysis of problems and the development of possible solutions. **Outcome 4/5.25**: A student recognises the relevance and importance of lifelong learning and acknowledges the continued impact of science in many aspects of everyday life.	organism **Students learn about:** 5.12 technology **Students learn to:** c) describe some benefits and problems of using biotechnology **Students learn about:** 4/5.21 the use of creativity and imagination **Students learn to:** a) seek evidence to support claims b) apply critical thinking in the consideration of proposals In their study of the Watson-Crick model of DNA and biotechnology opportunities exist for students to discuss the social and ethical considerations of research in genetics and genetic engineering for society and the environment. This provides opportunities for learning experiences to incorporate respect and responsibility as students develop a system of personal values by considering a range of social and ethical views

Syllabus links	Opportunities for learning
	in relation to the benefits and problems associated with this application of science. **Dimensions of respect and responsibility:** • Human Rights • Responsibility for the Environment